

Draft Recommendations Side by Side—Kindergarten

Current English Language Arts and Reading TEKS	TEKS Review Committee Draft Recommendations
<p>(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:</p> <p>(A) recognize that spoken words can be represented by print for communication;</p> <p>(B) identify upper- and lower-case letters;</p> <p>(C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text;</p> <p>(D) recognize the difference between a letter and a printed word;</p> <p>(E) recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping);</p> <p>(F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; and</p> <p>(G) identify different parts of a book (e.g., front and back covers, title page).</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(E) demonstrate print awareness by:</p> <p>(i) identifying the front cover, back cover, and title page of a book;</p> <p>(ii) recognizing that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries;</p> <p>(iii) holding a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right with return sweep;</p> <p>(iv) recognizing environmental print</p> <p>(v) recognizing that spoken words can be represented by print for communication;</p> <p>(vi) recognizing the difference between a letter and a printed word;</p> <p>(vii) identifying all upper- and lowercase letters with automaticity; and</p> <p>(viii) sequencing the letters of the alphabet;</p>
<p>(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</p> <p>(A) identify a sentence made up of a group of words;</p> <p>(B) identify syllables in spoken words;</p> <p>(C) orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?");</p> <p>(D) distinguish orally presented rhyming pairs of words from non-rhyming pairs;</p> <p>(E) recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball");</p> <p>(F) blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat);</p> <p>(G) blend spoken phonemes to form one-syllable words (e.g., /m/ .../a/ .../n/ says man);</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(F) demonstrate phonological awareness by:</p> <p>(i) identifying and producing rhyming words in response to an oral prompt;</p> <p>(ii) identifying the individual words in a spoken sentence;</p> <p>(iii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound such as, "big blue ball";</p> <p>(iv) blending spoken onsets and rimes to form simple words such as, onset /c/ and rime /at/ to make cat;</p>

<p>(H) isolate the initial sound in one-syllable spoken words; and</p> <p>(I) segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ .../o/ .../g/).</p>	<p>(v) isolating the initial sound in one-syllable spoken words;</p> <p>(vi) blending spoken phonemes to form one-syllable words such as /m/ /a/ /n/ says man;</p> <p>(vii) segmenting spoken one-syllable words into individual phonemes such as dog:/d/ /o/ /g/);</p> <p>(viii) identifying syllables in spoken words;</p>
<p>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:</p> <p>(A) identify the common sounds that letters represent;</p> <p>(B) use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words);</p> <p>(C) recognize that new words are created when letters are changed, added, or deleted; and</p> <p>(D) identify and read at least 25 high-frequency words from a commonly used list.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(D) demonstrate and apply phonetic knowledge by:</p> <p>(i) using letter-sound relationships to decode including, VC, CVC, CCVC, and CVCC words and encode VC, CVC words in isolation and in context;</p> <p>(ii) identifying and matching the common sounds that letters represent;</p> <p>(iii) identifying and reading at least 25-100 high-frequency words with automaticity from a research-based list; and</p> <p>(iv) recognizing that new words can be created when letters are changed, added, or deleted;</p>
<p>(4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</p> <p>(A) predict what might happen next in text based on the cover, title, and illustrations; and</p> <p>(B) ask and respond to questions about texts read aloud.</p>	<p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <p>(A) make and confirm predictions using text features, elements and structure;</p>
<p>(5) Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:</p> <p>(A) identify and use words that name actions, directions, positions, sequences, and locations;</p> <p>(B) recognize that compound words are made up of shorter words;</p> <p>(C) identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures); and</p> <p>(D) use a picture dictionary to find words.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(B) develop vocabulary to:</p> <p>(i) use a variety of resources to find words such as a picture dictionary, environmental print, or digital and web-based resources to find words;</p>

	<ul style="list-style-type: none"> (ii) identify the meaning of short vowel base words with the affix –s; (iii) ident and sort pictures of objects into conceptual categories such as colors and shapes; (iv) understand that compound words are made up of two shorter words; (v) demonstrate the one-to-one correspondence between a spoken word and a printed word in text; and (vi) identify and use words that name actions, directions, positions, sequences, and locations; <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(E) respond to various sources embedding acquired vocabulary as appropriate.</p>
<p>(6) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <ul style="list-style-type: none"> (A) identify elements of a story including setting, character, and key events; (B) discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience; (C) recognize sensory details; and (D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures. 	<p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <ul style="list-style-type: none"> (A) recognize characteristics and structures of literary text including; <ul style="list-style-type: none"> (i) identifying the main events, problem, and solution in the plot for texts read aloud. (ii) identifying the setting of a story, including where and when the story takes place. (iii) identifying and describing the main character(s) (iv) identifying the basic theme such as people need a place to belong. (F) recognize how forms and structures are the same and different within and across genres including fiction, nonfiction, traditional, and poetry.
<p>(7) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <ul style="list-style-type: none"> (E) identify the rhyme, rhythm, repetition and meaning in nursery rhymes and familiar and traditional poems; and (F) recognize how forms and structures are the same and different within and across genres including fiction, nonfiction, traditional, and poetry.

<p>(8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) retell a main event from a story read aloud; and</p> <p>(B) describe characters in a story and the reasons for their actions.</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C) retell texts in ways that maintain meaning and logical order; and</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(A) recognize characteristics and structures of literary text including;</p> <p>(i) identifying the main events, problem, and solution in the plot for texts read aloud.</p> <p>(ii) identifying the setting of a story, including where and when the story takes place.</p> <p>(iii) identifying and describing the main character(s)</p> <p>(iv) identifying the basic theme such as people need a place to belong.</p> <p>(F) recognize how forms and structures are the same and different within and across genres including fiction, nonfiction, traditional, and poetry.</p>
	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(A) self-select text and read independently for a sustained period of time;</p>
<p>(9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic of an informational text heard.</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(B) recognize characteristics and structures of informational text including:</p> <p>(i) using features, including titles and photographs, to locate, explain, or use information; and</p> <p>(ii) discussing the ways information is grouped in a text such as sequence, description, and repeated patterns;</p> <p>(F) recognize how forms and structures are the same and different within and across genres including fiction, nonfiction, traditional, and poetry.</p>

<p>(10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations;</p> <p>(B) retell important facts in a text, heard or read;</p> <p>(C) discuss the ways authors group information in text; and</p> <p>(D) use titles and illustrations to make predictions about text.</p>	<p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:</p> <p>(A) make and confirm predictions using text features, elements and structure ;</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(B) recognize characteristics and structures of informational text including</p> <p>(i) using features, including titles and photographs, to locate, explain, or use information</p> <p>(ii) discussing the ways information is grouped in a text such as sequence, description, and repeated patterns</p> <p>(F) recognize how forms and structures are the same and different within and across genres including fiction, nonfiction, traditional, and poetry.</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C) retell texts in ways that maintain meaning and logical order; and</p>
<p>(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p>(A) follow pictorial directions (e.g., recipes, science experiments); and</p> <p>(B) identify the meaning of specific signs (e.g., traffic signs, warning signs).</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(B) recognize characteristics and structures of informational text including</p> <p>(i) using features, including titles and photographs, to locate, explain, or use information</p> <p>(ii) discussing the ways information is grouped in a text such as sequence, description, and repeated patterns</p> <p>(D) explore the characteristics of multimodal texts for a variety of purposes;</p> <p>(F) recognize how forms and structures are the same and different within and across genres including fiction, nonfiction, traditional, and poetry.</p>
<p>(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and</p>

<p>meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students (with adult assistance) are expected to:</p> <p>(A) identify different forms of media (e.g., advertisements, newspapers, radio programs); and</p> <p>(B) identify techniques used in media (e.g., sound, movement).</p>	<p>purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(D) explore the characteristics of multimodal texts for a variety of purposes;</p>
<p>(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students (with adult assistance) are expected to:</p> <p>(A) plan a first draft by generating ideas for writing through class discussion;</p> <p>(B) develop drafts by sequencing the action or details in the story;</p> <p>(C) revise drafts by adding details or sentences;</p> <p>(D) edit drafts by leaving spaces between letters and words; and</p> <p>(E) share writing with others.</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(A) plan by generating ideas for writing through class discussion;</p> <p>(B) develop drafts in oral, pictorial, or written form by organizing ideas;(C) revise drafts in pictures or words;</p> <p>(D) edit drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation including ;</p> <p>(E) share writing with others;</p> <p>(F) use the elements of craft to advance the writer’s purpose when dictating and composing by</p> <p>(i) developing an idea with specific details and relevance</p> <p>(ii) organizing with structure</p> <p>(iii) using intentional word choice</p> <p>(iv) developing voice</p>
<p>(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p>(A) dictate or write sentences to tell a story and put the sentences in chronological sequence; and</p> <p>(B) write short poems.</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(C) read, respond to and dictate or write poetry by attending to rhyme, rhythm, beat and similarities in words;</p>
<p>(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to dictate or write information for lists, captions, or invitations.</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(D) read, respond to and dictate or write informational text attending to topic, details, title, illustrations and structure including descriptive and sequential; and</p>

<p>(16) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):</p> <ul style="list-style-type: none"> (i) past and future tenses when speaking; (ii) nouns (singular/plural); (iii) descriptive words; (iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over); and (v) pronouns (e.g., I, me); <p>(B) speak in complete sentences to communicate; and</p> <p>(C) use complete simple sentences.</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(D) edit drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation including</p> <ul style="list-style-type: none"> (i) speak and dictate in complete sentences. (ii) use past, present, and future verbs ; (iii) use singular and plural nouns; (iv) use descriptive adjectives; (v) use subject pronouns including I and me; (vi) capitalize the first letter in a sentence
<p>(17) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(A) form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression);</p> <p>(B) capitalize the first letter in a sentence; and</p> <p>(C) use punctuation at the end of a sentence.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(C) accurately form all upper- and lower-case letters using appropriate directionality;</p> <p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(D) edit drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation including</p> <p>(vi) capitalize the first letter in a sentence; and</p>
<p>(18) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(A) use phonological knowledge to match sounds to letters;</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships</p>

<p>(B) use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut"); and</p> <p>(C) write one's own name.</p>	<p>found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(D) demonstrate and apply phonetic knowledge by:</p> <p>(i) using letter-sound relationships to decode including, VC, CVC, CCVC, and CVCC words and encode VC and CVC words in isolation and in context;</p> <p>(ii) identifying and matching the common sounds that letters represent;</p> <p>(iv) recognizing that new words are created when letters are changed, added, or deleted;</p>
<p>(19) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:</p> <p>(A) ask questions about topics of class-wide interest; and</p> <p>(B) decide what sources or people in the classroom, school, library, or home can answer these questions.</p>	<p>(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for self-selected and assigned purposes. The student is expected to:</p> <p>(A) generate questions based on teacher guided topics for formal and informal inquiry;</p> <p>(B) gather information from a variety of sources;</p> <p>(C) demonstrate understanding of information gathered;</p> <p>(D) incorporate digital technology, when appropriate</p>
<p>(20) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students (with adult assistance) are expected to:</p> <p>(A) gather evidence from provided text sources; and</p> <p>(B) use pictures in conjunction with writing when documenting research.</p>	
<p>(21) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) listen attentively by facing speakers and asking questions to clarify information; and</p> <p>(B) follow oral directions that involve a short related sequence of actions.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(G) develop oral language through listening and speaking by:</p> <p>(i) following, restating, and giving oral instructions that involve a short related sequence of actions;</p> <p>(iv) identifying sounds in school and surrounding environment;</p>

	<p>(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:</p> <p>(A) listen actively by facing speakers and ask questions to understand information;</p> <p>(D) understand his/her own responsibility in collaboration.</p>
<p>(22) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(G) develop oral language through listening and speaking by:</p> <p>(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;</p> <p>(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:</p> <p>(B) share ideas by speaking audibly and clearly;</p>
<p>(23) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(G) develop oral language through listening and speaking by:</p> <p>(v) participating in discussion by alternating between listening and speaking and taking turns;</p> <p>(vi) developing social communication, such as introducing self, common greetings, and expressing needs and wants; and</p> <p>(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:</p> <p>(B) work productively with others by following agreed-upon rules for discussion, including taking turns and speaking one at a time;</p>

Figure 19

Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

- (A) discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language);
- (B) ask and respond to questions about text;
- (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud);
- (D) make inferences based on the cover, title, illustrations, and plot;
- (E) retell or act out important events in stories; and
- (F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:

- (A) make and confirm predictions using text features, elements and structure
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- (C) create mental images to deepen understanding;
- (D) make connections to personal experiences, to ideas in other texts and to the larger community to activate prior knowledge;
- (E) make inferences and use evidence to support understanding;
- (F) prioritize information and read to determine what is most important;
- (G) synthesize information to create new understanding.
- (H) establish purpose for reading assigned and self-selected texts
- (I) monitor comprehension and make corrections and adjustments when understanding breaks down;

(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:

- (C) retell texts in ways that maintain meaning and logical order; and

(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:

- (G) develop oral language through listening and speaking by:
 - (iii) giving a descriptive presentation;
 - (vii) answering open-ended questions

(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:

- (A) describe the emotional impact of and personal connections to a variety of sources such as self selected or teacher selected texts;

	<p>(B) discuss personal observations and support with text evidence;</p> <p>(D) react to a variety of sources read, heard, or viewed in meaningful ways such as illustrating or writing;</p>
	<p>(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:</p> <p>(D) understand his/her own responsibility in collaboration..</p>
	<p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(C) recognize characteristics and structures of persuasive or argumentative text including:</p> <p>(i) discussing what the author is trying to persuade the reader to think or do;</p>
	<p>(6) Author’s Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors’ choices and how they influence and communicate meaning within a text. Students will analyze and apply author’s craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(A) identify and discuss, with adult assistance, an author’s purpose for writing text;;</p> <p>(B) identify and discuss, with adult assistance, the ways authors structure text;</p> <p>(C) identify and discuss, with adult assistance support, author’s use of print and graphic features to achieve specific purposes;</p>
	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(G) dictate or compose literary texts using genre characteristics and author’s craft including personal narratives</p> <p>(H) dictate or compose informational texts using genre characteristics and author’s craft</p> <p>(I) dictate or compose argumentative texts that states a personal opinion using genre characteristics and author’s craft</p>

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